DOCUMENT RESUME

ED 442 061 CG 030 205

AUTHOR	Jencius, Marty; Baltimore, Michael
TITLE	Professional Publication in Cyberspace: Guidelines and Resources for Counselors Entering a New Paradigm.
PUB DATE	2000-00-00
NOTE	16p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
AVAILABLE FROM	American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 ($29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: http://ericcass.uncg.edu.
PUB TYPE	Information Analyses (070)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Counselors; Electronic Journals; Electronic Publishing; Guidelines; *Internet; Models; Periodicals; Resources; *Scholarly Writing; *Writing for Publication

ABSTRACT

The advent of a new era in publishing has begun. The reach and scope of publishing on the Web are not known but challenge scholarly authors in unexpected ways. The impact of this new medium on the traditional paper-based publishing is also not known. It is predicted that the transition to cyberpublishing will generate much discussion and lead authors in new directions for writing and publishing, and even affect changes in the research process itself. Neither the hypermedia journal (h-journal) on the Internet nor the traditional printed journal articles will become extinct. This chapter first discusses scholarly publications on the Internet, comparing on-line publication and traditional journals, as well as describing the movement toward acceptance of authoring on-line. The chapter then considers the format and design of h-journals, providing a description of a prototype and suggestions for authors writing in cyberspace. (Contains 23 references.) (MKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
J. Jaco
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Professional Publication in Cyberspace: Guidelines and Resources for Counselors Entering a New Paradigm

ED 442 061

MARTY JENCIUS AND MICHAEL BALTIMORE

In recent years there has been an explosion of interest around the infusion of technology into the counseling discipline. Cyberspace has become a new tool of the counselor who is well skilled in the resources that it can offer (Wilson, Jencius, & Duncan, 1997). Counselors have increasingly used the Internet for the purposes of e-mail, a service that has only been easily accessible for less than 10 years. In a similar fashion, counseling listservs (mailing lists) have become an accepted means of professional communication. Listservs like ICN for counselors, CESNET-L for counselor educators, and COUNSGRADS for counseling graduate students have become commonly referenced as resources for the counselor (Morrissey, 1998). Counselor preparation will include utilizing the Internet at an even greater capacity. This greater capacity includes using university department listservs, course web sites, virtual classes (Rotter, McFadden, Lee, & Jencius, 1999), and video conferencing as an adjunct to face-to-face supervision (Baltimore, Jencius, & Iris, 1999). The latest emergence from cyberspace is its use for scholarly publication.

This chapter first discusses scholarly publications on the Internet, comparing on-line publications and traditional journals and describing the movement toward acceptance of on-line publications. It next addresses the new thinking required for authoring on-line. The chapter then considers the format and design of h-journals,

CG030205

BEST COPY AVAILABLE

providing a description of a prototype and suggestions for authors writing in cyberspace.

SCHOLARLY PUBLICATIONS ON THE INTERNET

Scholarly digital publication runs the editorial continuum from moderated listservs to full multimedia web-based journals. Most listservs are unmoderated, allowing for any subscribed member of the listserv to post to the entire membership. Listservs can also be moderated where all posts go to the list owner, and the owner decides which posts are to be released to the entire group. In this way the information can be edited by the list owner as to appropriateness and content.

Another level of editorial responsibility comes into play in the case of e-journals, on-line journals, and h-journals. E-journals are journals available only in electronic form and distributed over the Internet usually without charge (Monty, 1997). *ACA eNews* (http://www.counseling.org/enews), for example, is an electronic news and practice bulletin of the American Counseling Association that follows the e-journal structure. The e-journal is created by ACA staff who provide and edit content. The e-journal is then distributed regularly to all subscribed members, via e-mail or is available on-line, but never appears in printed form.

On-line journals are journals that maintain an electronic existence parallel to a print counterpart and tend to be commercially produced (Langscheid, 1992). The ACA publication *Counseling Today* has its on-line counterpart in *CTOnline* (http://www.counseling.org/ctonline). In similar fashion, the Association for Adult Development and Aging (AADA) has its on-line presence (http://www.uncg.edu/ced/jada) and also includes a printed counterpart in *Adultspan*.

The next evolution in digital scholarly publication is the h-journal, or hypermedia journal. H-journals are web based and available to interested readers by going to the h-journal's web site with their Internet browser. The h-journal breaks away from the print journal organizational model by utilizing hypermedia capabilities of the medium (Sundaram, 1990). H-journals include hyperlinks to external sources and also include other document formats (graphics, audio, and video). The h-journal also supports user interactivity such as

the ability to interact with the author of the article or publisher of the journal. The h-journal is considered the greatest level of evolution in electronic scholarly publication. The authors of this chapter are co-editors of the *Journal of Technology in Counseling* (*JTC*) (http://jtc.colstate.edu), an h-journal available in the counseling profession.

The publication which includes this chapter is a hybrid document. *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium* appears in paperbound form but references a separate cyberedition. The cyberedition, located at the ERIC/CASS web site (http://www.cybercounsel.uncg.edu), contains articles not included in the paperbound form. These forms of Internet-published journals and other publications are part of the transition toward an increased use of cyberpublishing.

Traditional paper-based journals and cyberjournals have advantages and disadvantages for their readership. Functions for either remain similar, but the traditional functions of a scholarly journal should be kept in mind when considering the advantages and disadvantages of each. These essential functions of a scholarly journal, according to van Brakel (1995), are building a collective knowledge base, communicating information, distributing rewards (priority, recognition, and funding), and building scientific communities. *Building* a *collective knowledge* base means that the journal is serving a basic function for the counseling profession. Archives should be made available for interested scholars. The function of *communicating information* via text-based journals is rapidly being replaced by the quicker methods just described (e-mail and listservs). Journals do indirectly provide the function of *distributing rewards* in the form of establishing research priorities and inevitably leading to a scholar's success in, for example, applying for grant funding. Scholarly publication is also a large part of what is involved in successful granting of tenure for counseling faculty. Further, journals act to *build scientific communities* by making the scholarly community aware of who is doing what in particular areas of research. The advent of e-mail and other forms of cyberspace communication allows a ready means for scholars of similar interest miles apart to collaborate on similar interests.

Historic advantages that traditional journals have had over digital publication in scholarly publication include portability, consumer

ease of use, and academic acceptance. Many professionals who are comfortable with text-based publications prefer to hold the document in their hand in lieu of reading the image on their monitor. A book or document can be dropped in a briefcase, taken home, and read in a more comfortable environment than computer screens allow. Consumer ease of use is an advantage that traditional publications have over h-journals. With a book there is no screen, mouse, browser, hyperlink, plug-in, software, or hardware. Paper-based journals have traditionally been accepted as a measure of scholarly success including faculty rank, promotion, and tenure.

On-Line Publications and Traditional Journals

The acceptance of on-line publications is hindered by the reluctance of a significant percentage of the counseling profession to use computers (Rosen & Weil, 1995). Beyond the personal level of discomfort with the electronic medium, there is an academic barrier that transcends its way into promotion and tenure activities. Peer-reviewed text-based journal publication is considered a more rigorous process by most tenure review committees (Langston, 1996) despite several studies that claim that electronic publishing is medium-neutral and that it is best to gauge the publication's rigor by other standards than its platform. Valauskas (1997) believed that the view of tenure committees is changing toward acceptance of electronic publication as a viable scholarly contribution based on factors that establish the publication as being sound. The advantages of portability, ease of use, and acceptance that traditional journals hold is loosing ground based on the advances in technology and movement to the digital paradigm. Computers are more compact and portable, interfaces are easier to use than they were in the past. Importantly, there is now an academic mandate to infuse technology throughout the counseling curriculum (Rotter et al., 1999).

As with the electronic medium, there are limitations for paper-based publications. Some of the limitations of traditional paper-based journals, as pointed out by van Brakel (1995), include ineffectiveness, high specialization—low circulation, declining revenue base, lack of timely feedback, and the process of reselling scholarly writings. The *ineffectiveness* in paper-based journals communicating

scholarly information is that much of the information is already known by researchers prior to publication. Sources like professional conferences, listservs, and personal e-mail communicate immediately information that may take up to a year or more to get into paper publications. Because scholars are becoming more specialized, they are not often interested in many of the articles in a particular journal. In response to this, journals have become *more specialized* with declining interest and *lower circulation*. With lower circulation due to specialization, the revenue base from paper journals *declines*. Simultaneously, production costs increase and threaten the viability of paper journals. The largest limitation cited by van Brakel is the *lack of timely feedback* that is perpetuated by the cumbersome production process for paper journals. As an artifact of this process, the review process for articles is also cumbersome, preventing timely feedback to the author. If the work takes up to or over a year to get to press, the response by the scientific community takes additional years to appear back in paper form. As a final note, van Brakel pointed out the irony that the intellectual efforts of scholars are sold back to them by a publisher in the form of a journal or book.

Kubly (1996) pointed to some of the advantages of the h-journal web-based interface. First and foremost the web-based interface is simple to the end user but has powerful document keyword search and storage capabilities. In addition, because of the nature of indexing that goes on with the web, articles published to the web become self-indexing, but with limited accuracy as the number of web pages multiplies. Web-based journals also have direct links to other resources outside the bounds of the journal that permit the reader to further explore particular ideas from the document. The process of creating web-based documents has become easier so publishing can be learned very quickly. This simple process increases availability and reduces cost in that potential readership is unlimited and without the production costs of a paper journal. H-journals are not limited to font size or production dimensions but can for all purposes be unlimited documents not constrained by traditional physical limitations. Publication and peer review is faster and can essentially be done without paper. Components left out in traditional publications because of space and format limita-

tions can be included in h-journals, adding a potential depth to data presentation. Primary materials like video, audio, and complicated graphics can be made accessible to a broader audience on the net. The document from an h-journal is available at anytime and in many locations rather then being restricted to a library shelf for access. Web-based h-journals can also be available to many people at the same time, unlike paperbound journals on library shelves. H-journals use less paper and less storage space than their paperbound counterparts but can also be printed out for user availability in print format.

Other proponents of web-based publication support the unique aspects web-based documents bring to the learning process. Ayersman (1993) used the prior work of Piaget, Kolb, Witkin, and others to support how cognitive learning is enhanced in a hypermedia environment. Harnad (1995) extolled that considering what we now know about the complex way in which the brain assimilates information, multimedia opens up utilizing the brain's many ways of organizing memory.

Despite these advantages of web-based publication over the paper-based publication, electronic journals do have issues surrounding them. Some of the issues are related to the reliability of the digital transmission of information over the Internet (Machovec, 1996). Internet connections are not always reliable and sometimes slow. Questions also arise as to who will maintain archives of articles. In traditional publication, this responsibility falls on the publisher. Machovec speculated that archiving responsibility for h-journals will also fall on the web publisher.

Copyright of electronically published material is an area that is having a difficult time keeping up with the advancement in technology (Okerson, 1991). The standard process now occurring is to apply the same concepts of copyright in text to the web environment, but this process has not been well tested in the courts. An issue mentioned earlier is the question of how tenure committees view scholarly publications on the Internet.

Harnad (1995) asserted that as publishers develop products on the web, print-based documents will become obsolete and refereed electronic journals will prevail. Despite the concerns with web-based publishing already noted, he suggested that the traditional system adopt an electronic peer-reviewed format in which the for-

mat can be modified to meet the needs of the publication and its readership.

Movement Toward Acceptance

Collins and Berge (1994) cited three major functions that must be adopted by electronic publishing for greater professional acceptance: credibility, accessibility, and permanence. *Credibility* refers to the publication's ability to advance thinking in the field. The publication should be supported by universities, professional associations, and peer interest in the publication. *Accessibility* refers to the need for the electronic publication to be able to be retrieved by the end user. The user should be provided adequate training to navigate the publication successfully. *Permanence* refers to the previously mentioned need for archiving and retrieval of past issues. The provision for archiving documents on the web is easily available to publishers and rivals archiving in a text-based publication format.

So how can the strength of an electronic publication be measured? Butler (1994) provided a familiar list that many h-journals in existence are able to accommodate. Scholarly criteria for journal publication include

- the contribution the journal makes to further scholarly dialogue;
- the ability of the publication to serve as an exclusive channel for initial dissemination;
- being known and respected through strict review policies and having a well-respected editorial board;
- quick publication of submitted materials so that authors may establish priority claims to new knowledge;
- sponsored by a well-respected institution;
- receiving good publication reviews from other publications in the same field;
- accessible through indexing and abstracting services; and
- retrievable by the scholarly community.

Butler claimed that this list can be used by authors and external reviewers to assess the scholarly viability of an electronic publication.

NEW THINKING IN WRITING AND RESEARCH DESIGN

Shifting writing style from traditional text-based publishing to authoring on a web-based platform requires a dramatic shift in the

way we think about the authoring process. Text-based authoring is generally a linear process in which an author writes a structured outline that takes the reader from one point to another in a logical progression. Because of the flexibility of the web-based platform, the author has the freedom to start with a central subject and expand out from the center of an idea. The use of hyperlinks allows the reader to move outward from a central idea so the authoring of a web-based document can follow the same approach. Text-based authoring often requires a chronological progression of ideas as an organizing pattern. In the same way that the author is free from writing in a linear fashion with hyperlinks, the author is also free to write in a fashion that allows him or her to skip backward and forward chronologically. Traditional authoring has limits in the type of material the author can present (primarily text with a few tables, graphs, and illustrations). Web-based authoring requires the author to think more toward multimedia presentation of ideas. The transition may cause difficulty for some authors, but it appears to be a welcome one for many who present information better in a visually rich medium. The paradigm shift in authoring may be required to happen before an author picks up the keyboard to write. The way the ideas will ultimately be presented appears to have an impact on the strategy used for collecting data. The research process itself may undergo significant change due to the transitioning from paper to web-based research publication.

Whether the movement to publishing on the web is seen as a major shift in the way research is published is very much a debatable subject. For example, writers have suggested that a "paradigm shift" referenced to Thomas Kuhn's famous work on scientific revolution (1970) is occurring currently. Willis (1995) has suggested that, according to Kuhn, such shifts to a new paradigm occur over more than one generation and that there is much resistance to such a change. Given that some will embrace the new technological advances in publication and others will work against such change, the debate is sure to be an interesting one. Another question that is raised, of course, is What will be the impact of this change on the research process itself? Indeed, will this change cause repercussions in the gathering, collecting, and dissemination of research?

Given the added dimensions introduced by cyberpublishing, the impact on the research process comes under question. Are there additional or different expectations from the format so well established in presenting research material? What are the constraints or technological challenges for both researcher and publisher given this change in process?

The research process need not be changed or challenged by this new paradigm (Willis, 1995). The accepted format of printed research articles from the scientist-practitioner paradigm has existed for many years. The scientific research method provides researchers a format for presenting their findings to the scientific community. However, several issues new to the process must be considered. First, the advent of audio and video, in an on-demand medium, appears to be an important factor for researchers to consider. The *Journal of Technology in Counseling*, for instance, has established a format protocol for the inclusion of video and audio within research manuscripts that allows for new information to be disseminated. Researchers are asked to provide video and audio (other forms of media are also used) in the form of clips for publication along with the usual manuscript. This inclusion suggests that researchers are faced with additional expectations from the publishers. Readers hear and see footage from the researcher's perspective that provides additional and enhanced information. For example, researchers can discuss the origins of ideas, elaborate on the research question, detail interesting issues, describe research methodology, and add personal notes on the experience itself. These are a few examples of how the electronic journal and the use of interactive media presentation can impact the researcher.

Opportunities for researchers to present to the reader more than the typical design format and findings give rise to other points. One noticeable difference is in the planning stages of the research method. Anticipating a video discussion as part of the publication, the authors can record via videotape aspects of the study that are never seen by the reader of research. Events, actual demonstrations of techniques, and procedures can be captured during the research process and used to explain and advance the understanding of process and findings in a project. This idea alone appears to be an

exciting opportunity and can lead to insight for reader and researcher.

FORMAT AND DESIGN OF H-JOURNALS

Publishing in electronic journals has begun to raise questions regarding formatting and style differences in how manuscripts are prepared. This presentation design or format allows for researchers, and readers of research, to maintain consistency, to guide writing, and to structure the research process itself as ideas and advances in the field occur. Comparison of research ideas and findings can thus be easily viewed. As noted, the scientific research method has provided researchers a format for presenting their findings to the scientific community. This format or design has not been challenged in any significant way. The onset and proliferation of the Internet and World Wide Web gives rise to an opportunity to add to the established paradigm.

At first glance, the established research design might transpose without variation into cyberspace and onto the computer screen. The traditional style of writing research manuscripts (American Psychological Association, 1994) will be alive and well long into the new era of Internet publishing. Similarly, paper and Internet journals are not radically different and indeed may be very similar. Valauskas (1994) presented several ideas concerning why differences in cyberspace and printed journals will not lead to an overthrow of the printed medium. First, establishment of scientific rigor and acceptance within the scientific community will continue. Peer review of published material and verification will continue to stand as a basis for judging the appropriateness and worthiness for publication of any study. Editing processes will change as manuscripts are submitted via e-mail or other process, but the editor's job will remain much the same. The review of journal submissions can be expedited through e-mail or entered via the web on submittable web-based forms.

Other issues for electronic journals have arisen that traditional journals have not faced. Evaluation and critique of the aforementioned video and audio clips embedded in the presentation of electronic-based manuscripts lead to new procedures. How does an electronic journal evaluate a video segment for inclusion in an elec-

tronic article? This is a question that has led to several new protocols for such a task at the *Journal of Technology in Counseling*. Additionally, the education of authors for preparation of video and audio has become an unexpected task. This shift in preparation of manuscripts has led to a web-based design format page at the *JTC* site (http://jtc.colstate.edu/proto/index.html) for new authors to gauge their preparation of manuscripts prior to submitting.

The presentation of material on the Internet and the reader's perspective have also entered the debate. Reading on the Internet versus reading from the printed page is quite different. We read the computer monitor more slowly than the printed page. The printed page can hold more information in a given area than the monitor. Too much text can be bothersome and cause eyestrain. Yet the computer publication can present material in an interesting and helpful manner. Most information can be printed from the web page. Electronic citations can be instantly found and read. Pictures, video, and audio can enhance the experience, as already mentioned.

These additional aspects from the development of the h-journal will continue to impact traditional research standards and invoke creative uses for a traditional venue. One such example of this publishing venue is the authors' journal for professional counseling and the use of technology.

JTC as a Prototype for Counseling H-Journals

As noted earlier, the *Journal of Technology in Counseling* (http://jtc.colstate.edu) is a production of the Department of Counseling and Educational Leadership of Columbus State University. *JTC* was developed as a web-based peer-reviewed journal to address a need in the counseling profession to have a journal that supports the current trends in technology infusion. Because technology infusion issues span many counseling orientations, it was felt that such a journal could not emerge from the current divisional organization of professional organizations like the American Counseling Association. The development of a journal vehicle that utilizes the whole capability of the Internet multimedia seemed to establish the next level of Internet professional linkages. In addition, the use of a web-based format for a journal on the topic of

technology seemed appropriate. Because the technology field advances so quickly, added benefits of the web-based format are the capabilities of the journal to provide timely feedback to authors and to shorten the publication schedule. The journal's goal of advancing the professional discussion on the use of technology in counseling carries the message by using the medium.

The *Journal of Technology in Counseling* publishes articles on all aspects of practice, theory, research, and professionalism related to the use of technology in counselor training and counseling practice. The *JTC* accepts manuscripts that respond to the full scope of technology interests of its readers. Each edition of the journal contains articles from one or more interest areas. Manuscripts are solicited that respond to one or more of the journal's six areas of focus: professional exchange, newcomer's interest, theory, teaching, practice, and book/software reviews. *JTC* has an editorial board representative of counselor education professionals who have expertise in technology and diverse areas of counseling. The editorial board acts to guide the overall direction of the journal and to review manuscripts for the journal. Manuscripts are submitted electronically and are posted at a secure site that allows for reviewers to review the article on-line and submit their reviews electronically to the editors. Reviewers' comments are compiled, and reviews returned to the authors for consideration. Should the review require a rewrite and resubmission, the authors can elect to do so and resubmit. Because the entire submission/review rewrite process is on-line, the journal can maintain an aggressive production schedule. Authors are encouraged to use the full range of available web resources when submitting manuscripts including hyperlinks to other web resources, audio, graphics, video clips, and video streaming. Most authors, new to this medium, welcome guidelines for publication.

The *Journal of Technology in Counseling* measures up well using Butler's (1994) criteria for scholarly publication previously mentioned. *JTC* was developed to respond to a professional need to disseminate information on technology in an accurate and timely fashion, given the pace of change in the field. In that way it contributes to further scholarly dialogue (per Butler's criteria) around the infusion of technology in the field. *JTC* has established a respected editorial board made up of scholars in the field of counsel-

ing. The journal aims to reduce the production time and allow for quick publication of submitted material by creating a paperless submission and review process. Using electronic review and revision, the turnaround time for reviewing submitted articles is greatly reduced, a goal suggested by Butler. During any publication cycle, should there be a large number of approved-for-publication submissions, *JTC* is not physically limited to page number like paper-bound journals. Another of Butler's conditions for scholarly h-journals is the use of an indexing system. *JTC* has established an ISSN number and is being catalogued as part of On-Line Computer Library Center (OCLC) Electronic Collections On-Line, and its editors will look to having *JTC* catalogued through other indexes.

Suggestions For Authors Writing in Cyberspace

Print media provide guidance regarding general article preparation (Smaby, Crews, & Downing, 1999) that can be used with h-journals. In general, paper-based journal recommendations for manuscript preparation apply well to this new medium. Additional considerations for authors are as follows:

- **Know the journal you are writing for.** Look at other examples of work in the journal so that you can visualize how to present your ideas in a format that suits the journal's web site.
- **Consult with the editors whenever possible.** This is a new medium for scholarly publication, and with few examples around you may have to tap into the editor's vision for the journal until you develop your own digital vision.
- **Think differently** about how you can use the full qualities of the net to present your ideas. Glitzy is not necessarily better, and multimedia components should relate directly to the theme of your work.
- **Collaborate with someone who mirrors your weaknesses.** For those new to the digital realm, enhance your own cyber-authorship by coauthoring with colleagues who know the digital landscape. For those more comfortable with digital publishing and its capabilities, associate with colleagues who can help you in the content areas of your work.

- **Organize thematically not linearly.** Because digital articles use hyperlinks, authors are encouraged to think in themes that connect from a central idea rather than to think in terms of a linear development of ideas across one text.
- **Compartmentalize thinking; write in concise fashion.** Most text publications are too cumbersome for readers to waft through on a web site. Get your ideas out briefly; use multimedia to simplify complex ideas. Graphics are used liberally in cyberpublications compared to traditional text-only publications.

CONCLUSION

The advent of a new era in publishing has begun. The reach and scope of publishing on the web are not known but challenge us in unexpected ways. The impact of this new medium on the traditional paper-based publishing is also not known. We can predict that the transition to cyberpublishing will generate much discussion and lead us in new directions for writing and publishing, and even effect changes in the research process itself. Neither the h-journal on the Internet nor the traditional printed journal articles will become extinct. The possibilities and challenges wait as this paradigm shift continues. It has begun.

REFERENCES

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington DC: Author.

Ayersman, D. (1993, February). *An overview of research on learning styles and hypermedia environments*. Paper presented at the Annual Convention of the Eastern Educational Research Association, Clearwater, FL. (ERIC Document Reproduction Service No. ED 356756)

Baltimore, M., Jencius, M., & Iris, K. (1999, April). *Supervision and technology: Efficacy and uses for Internet video conferencing*. Paper presented at the American Counseling Association 1999 World Conference, San Diego, CA.

Butler, H. J. (1994). Where does scholarly electronic publishing get you? *Journal of Scholarly Publishing, 26*(4), 174–186.

Collins, M. P., & Berge, Z. L. (1994). IPCT Journal: A case study of an electronic journal on the Internet. *Journal of the American Society for Information Science, 45*(10), 771–776.

Harnad, S. (1995). The post Gutenberg galaxy: How to get there from here. *Information Society, 11*(4), 285–291.

Kubly, K. H. (1996, March–April). *The electronic journal on the Internet*. Paper presented at the Mid-South Instructional Technology Conference, Murfreesboro, TN. (ERIC Document Reproduction Service No. ED 400810)

Kuhn, T. S. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press

Langscheid, L. (1992). Electronic journal forum: Column 1. *Serials Review, 18*(1–2), 131.

Langston, L. (1996, April). *Scholarly communication and electronic publications: Implications for research, advancement, and promotion*. Paper presented at a conference sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library, Santa Barbara, CA. (ERIC Document Reproduction Service No. ED 403892)

Machovec, G. S. (Ed.). (1996). Electronic journals: Trends in World Wide Web (WWW) Internet access. *On-line Libraries and Microcomputers, 14*(6), 1–5.

Monty, V. (1997). Web journals and education. *Education Libraries, 20*(3), 11–17.

Morrissey, M. (1998). Student mentoring program via the Internet considered. *Counseling Today, 40*(9), 22–23.

Okerson, A. (1991). With feathers: Effects of copyright and ownership on scholarly publishing. *College and Research Libraries, 52*(5), 425–438.

Rosen, L. D., & Weil, M. M. (1995, Fall). Tips for mental health professionals to merge on-line. *Treatment Today*, pp. 48–49.

Rotter, J., McFadden, J., Lee, R., & Jencius, M. (1999, April). *The infusion of technology in counselor education programs*. Paper presented at the American Counseling Association 1999 World Conference, San Diego, CA.

Smaby, M. H., Crews, J., & Downing, T. (1999). Publishing in scholarly journals: Part 2—Is it an attitude or technique? It's a technique. *Counselor Education and Supervision, 38*(4), 227–235.

Sundaram, A. (1990). *Towards the design of a hypermedia journal*. Urbana: University of Illinois [On-line]. Available: http://alexia.lis.uiuc.edu/~sundaram/phd.

Valauskas, E. J. (1994). Reading and computers—Paper-based or digital text: What's best? *Computers in Libraries, 14*(1), 44–47.

Valauskas, E. J. (1997). Waiting for Thomas Kuhn: First Monday and the evolution of electronic journals. *First Monday* [On-line]. Available: http://www.firstmonday.dk/issue2_12/valauskas/index.html.

van Brakel, P. A. (1995). Electronic journals: Publishing via Internet's World Wide Web. *The Electronic Library, 13*(4), 389–396.

Willis, J. (1995, October). *Bridging the gap between traditional and electronic publishing*. Paper presented at the EDUCOM Conference, Portland, OR [On-line]. Available: http://www.coe.uh.edu/~brobin/Educom95/EducomJW/index.html.

Wilson, R. F., Jencius, M., & Duncan, D. (1997). Introduction to the Internet: Opportunities and dilemmas. *Counseling and Human Development, 29*(6), 1–16.

BEST COPY AVAILABLE